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ABSTRACT

Representatives of 13 states and of the United States Office of Education developed this handbook to assist educators in the administration of Education Fairs. Such fairs are a valuable means for providing for the diffusion of educational innovations and should be designed to demonstrate the effectiveness of new and exemplary practices. Chapter I discusses planning and the establishment of committees and their functions, while chapter II deals with the development of the Fair, including its sponsorship, necessary facilities and equipment, security and maintenance, manpower and scheduling. Chapter III focuses upon the management of the fair, and the following chapter covers evaluation, with special emphasis upon evaluative design and procedures and on data collection instruments. Chapter V treats communication, diffusion, and the adoption of innovative practices by the audience. Several appendixes provide suggestions for managing the fair and offer checklists to assist with planning. (PB)

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THE EDUCATION FAIR: FROM CONCEPT TO PRACTICE

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PREFACE

There continues to be a great time lag for innovations in education to be accepted by many educators. Many good ideas are lost by default because no one has the responsibility for their diffusion. The initiative for identifying, validating and bringing proven ideas to the attention of educators is imperative. Educators could very well learn from the agricultural community that diffusion of educational practices will not take place without a concentrated effort. Innovative and exemplary programs can not disseminate themselves.

The diffusion of innovative educational practices may be accomplished by means of a relatively new medium -- the Education Fair. Education Fairs have been conducted at state, regional and national levels across the country. As a result of these initial efforts to develop and promote the concept of the Education Fair, many requests and inquiries were received from educators all over the country regarding the Education Fair as an awareness level vehicle aimed at diffusion.

The Education Fair is not just another educational conference. It is unique in its purpose, objectives, and implementation strategy from all other educational meetings. The Education Fair should be designed to demonstrate innovative exemplary educational practices that may ultimately be adopted by a local school district. The Education Fair should demonstrate program effectiveness and exhibit innovative process and product. Ultimate installation of proven practices follow a diffusion process that includes the identification, validation, and dissemination of practices for adoption/adaptation by potential Education Fair consumers. Promoting innovative processes among educators with the uncertainty of the relative effectiveness of that practice will not aid the objective of diffusion. The purpose of the Education Fair is to inform others of an innovative practice and to convince them of the advantages and disadvantages of adopting that practice in their own setting. Therefore, demonstrations should not occur until that practice has been validated. Herein lies the unique value of the Educational Fair.

Under the auspices of the United States Office of Education and the Arizona Department of Education, a workshop was held in Jackson Hole, Wyoming, June 25-27, 1973, to develop an Education Fair handbook. Representatives of 13 states and the U.S.O.E. who had experience in the planning, development, implementation, evaluation and communication/diffusion aspects of Education Fairs participated in the workshop.

This handbook was written to be of aid to state education agencies that designate the Education Fair as a diffusion activity by assembling the knowledge and experience of those agencies that have staged Education Fairs so that others may benefit from their experiences. The concepts and procedures contained herein may be adapted to meet the needs of state, regional and national agencies in conducting Education Fairs.

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Further credit is given to the Arizona Department of Education which was responsible for organizing, assembling, revising, editing, and publishing of the Education Fair Handbook under the direction of Mr. Fred Sughrue and Mr. Lyman Jackson.

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INTRODUCTION

This handbook was developed by a group of specialists who have planned, implemented and evaluated the Education Fair as a workable vehicle to accomplish the goal of encouraging the adoption/adaptation of validated practices. The handbook presents options and provides for various points of view, and alternate solutions to planning, developing, implementing, evaluating, and following up the Education Fair.

The user of this handbook should keep several points in mind:

1. Each state operates under a different set of constraints. The variables are of personnel, financial resources, and planning. Therefore, the way each reader assimilates, perceives and uses the manual will vary. However, the overall goals and processes for the Fair should be fundamentally the same.

2. An Education Fair cannot be considered an isolated event in and of itself; it must be a meaningful part of the state's ongoing dissemination program.

3. This document has been written as a handbook and is intended to generate thrusts aimed at the diffusion of selected educational programs. Terms may change, and resources may change, but the overall goal of the Education Fair remains the same.

4. The Education Fair is an opportunity to develop credibility for the agency's programs, legitimizing the use of funds and allocations and putting the total efforts of the department to the forefront.

5. The specialists who participated in writing this handbook were deeply concerned that the user of this publication keep in mind the coordination and integration of all of these processes throughout the total development of an Education Fair.

6. The extensive outlines presented in the Evaluation Chapter pertaining to each process of overall Fair development may initially be called upon to help select the producers and consumers of the Education Fair. The producers or projects to be involved need to be analyzed for quality, validity of research data, reliability of outcomes, transportability of program, relevance of content – in essence carefully scrutinized for selection.

7. This handbook is viewed as useful to groups planning Education Fairs on levels other than state educational agencies. The processes developed here could be easily adopted for Education Fairs on a city, county, regional, and national basis.

Great care was taken to use terms most appropriate to the many, but perhaps not all, potential users. Cross out our words and put in your own. Mark up the book with felt pens; put tabs on the chapter pages. Use the handbook and the checklists right out of the book if you wish. As you do, think about how it could be changed to be more helpful. Then let us know.

We are dealing with an innovative means for diffusion of validated practices. This handbook is our attempt to be helpful to you in your work of helping others discover new designs – alternatives – in education.

PLANNING

Planning includes the identification of appropriate vehicles to accomplish the objective of developing and implementing an Education Fair. The intent of the chapter is to delineate the activities and responsibilities required in the various planning phases of the Education Fair process. Planning is a continuous process, which may vary in intensity and scope, depending upon the size and type of the Fair. However, planning is a necessary basis for the accomplishment of a successful Fair to properly utilize and coordinate activities in order to accomplish the objectives of the Education Fair. (See Appendix III, Page 47 for Planning and Development Checklist.)

I. Preliminary Planning Activities

A. Development of Proposal

1. A detailed proposal encompassing all components of the Fair should be developed to give planners a model to work with.

2. The proposal would be submitted to appropriate agency personnel in order to secure necessary financial and personnel support.

3. In developing the proposal, consideration needs to be given to the following areas:

   a. Identification of consumers
   b. Needs assessment of consumers
   c. Statement of consumer needs
   d. Statement of purpose for the Fair
   e. Determine measurable objectives relating to identified needs
   f. Estimate cost for the Fair (See Appendix IX, page 75)
   g. Estimated staff time for staging the Fair
   h. Estimated timeline
   i. Target date
   j. Number of days of Fair
   k. Hours of the Fair
   l. Possible location
   m. Estimate number of producers
   n. Estimate number of consumers
   o. Banquets, speakers, evening sessions
   p. Types of sessions
   q. Kind of Fair (exhibit, demonstrations, workshops, etc.)

B. Presentation of Proposal

1. The proposal should be presented to the appropriate agency personnel who has the authority to commit agency resources.

2. The Chief State School Officer should be kept informed of the progress of the planning of the Education Fair.

3. Lines of communication should be kept open between Fair planners, agency personnel, and all those involved with the Education Fair.

C. Selection of the Fair Coordinator and Planning Committee

1. The coordinator would probably be one of the initiators of the Fair and would probably be a staff member of the sponsoring agency.

2. The nucleus of the Planning Committee should be made up of those individuals responsible for each of the five functional areas: planning, development, management and implementation, evaluation, dissemination/diffusion.

3. In selecting other members of the Planning Committee, consideration should be given to include representatives from various areas. The Planning Committee does not necessarily need to include representatives from all areas, but they should be kept informed of what is going on in the planning stages. People on the Planning Committee can keep open lines of communication with resource people from these various areas. Possible groups are as follows:

   a. United States Office of Education
   b. President's National Advisory Council
   c. National Association of State Advisory Council Chairmen
   d. The State Education Agency
   e. Chief State School Officer
   f. Teachers
   g. Administrators
   h. Community members
   i. Parents
   j. State Board of Education
   k. Local Boards of Education
   l. State Advisory Council
   m. Local advisory council chair person or designate

n. Local teacher organizations
o. State legislature
p. Opinion leaders in local communities
q. Those with expertise in conducting Education Fairs

II. Establishment of Committees and Functions

A. Planning Committee

1. Coordination Functions

a. The Planning Committee will coordinate functions and activities of four subcommittees: development, implementation, evaluation and communication/diffusion.

2. Major Responsibilities

a. The Planning Committee will review the proposal that was submitted for agency approval, make recommendations and initiate specific planning activities.
b. Utilize adequate planning instrument (such as PERT, GANT, flow chart, etc.) to identify milestones in order to carry out the activities in a timely manner.
c. Identification of committees as indicated in the planning instrument.

(1) Planning
(2) Development
(3) Implementation
(4) Evaluation
(5) Communication/Diffusion

d. Identify committee roles and responsibilities.
e. Determine financial resources.
f. Establish or assign development of budget and fiscal control guidelines for agency approval.
g. Identify consumers – correlation with needs assessment.
h. Identify the need for technical assistance in developing materials for presentation and distribution.
i. Review the objectives stated in the preliminary proposal and adjust the statements to reflect the needs of sponsoring agencies.
j. Delegate responsibilities to other committees.

3. Project Selection

a. The Planning Committee could serve as the screening committee or a subcommittee could be formed.
b. The project selection committee would establish criteria for selection, ensuring project and display quality. (Refer to Appendix I, Page 41.)
c. Provide information on project selection criteria to all potential project presenters.
d. Receive applications from potential project presenters.
e. Selection of project presenters.
f. Issue invitations to project presenters.

B. Development Committee

1. The Development Committee will provide the Planning Committee a specific plan to facilitate their tasks and will include activities, tasks, timelines and personnel responsible for each of the following:

a. Sponsorship agencies and affiliated groups
b. Site selection – options
c. Logistical placement, needs, vis-a-vis facilities. Determine facilities, exhibits, presentations, requirements, housing, parking, etc.
d. Logistics of equipment needs, individual projects and total program needs
e. Security and maintenance
f. Manpower – equipment, program consideration, staff utilization
g. Time and schedule of events
h. Special features
i. Geographical location
j. Space – costs – time factors
k. Lodging
l. Refreshments
m. Time and space allocation for demonstrations and displays
n. Chairs
o. Signs
p. Lighting – equipment
q. Transportation
r. Audiovisual

C. Management and Implementation Committee

1. The Implementation Committee will be responsible for management functions related to the actual conduct of the Education Fair.

2. The Implementation Committee will provide the Planning Committee a specific plan to include activities, tasks, timelines and personnel responsible for the following:

   a. Fiscal control
   b. Clerical assistance
   c. Registration packet
   d. Program for Fair
   e. Types of Presentations

      (1) Lectures
      (2) Slide/Tape
      (3) Film
      (4) Video Tape
      (5) Exhibits
      (6) Demonstrations
      (7) Workshop (consumer participation)
      (8) Students involved

   f. Distribution of invitations to consumers
   g. Consultants

D. Evaluation Committee

1. The Evaluation Committee will develop necessary instruments to provide all evaluation requirements of the Fair.

2. The Evaluation Committee will provide the Planning Committee a specific plan to include activities, tasks, timelines and personnel responsible for the following:

   a. The development of criteria and instrumentation for the selection of presenters.
   b. The development of instrumentation for evaluation of Educational Fair objectives.
   c. The development of instrumentation for post Education Fair evaluation by consumers, presenters and planners.

d. The evaluators will determine a method for collecting completed evaluation forms from consumers.

e. The evaluators will provide an evaluation report to Fair planners.

E. Communication/Diffusion Committee

1. The Communication/Diffusion Committee will be responsible for all dissemination activities.

2. The Communications/Committee will provide the planning committee a specific plan to include activities, tasks, timelines and personnel for each of the following:

   a. Design invitations to consumers
   b. Printed programs
   c. Distributions of programs
   d. Kits, handouts
   e. News releases
   f. Pictures
   g. Invitation to media
   h. Announcements in publications (professional)
   i. News conference (if appropriate)

3. The Diffusion Committee will provide the Planning Committee a specific plan to include activities, tasks, timelines and personnel for each of the following:

   a. Plan for providing technical information regarding a project including innovativeness, exportability, effectiveness and costs involved. Information may include community and student characteristics, needs addressed, program materials developed, special resources required, staff development, and implementation procedures.
   b. To provide opportunity for the exchange of information between producer and potential consumers to facilitate the adoption/adaptation process.

DEVELOPMENT

The development function is closely related to and running through all other processes. Nine features have been identified in the development process. These are sponsorship, selection of facilities, equipment needs, security and maintenance, manpower, timing, scheduling, materials production and special features. A complete description of each component is delineated in the following pages.

Manpower needs for this phase may require a committee, individual, sponsor, representative and/or other process committee representatives. In all, we caution that involvement is vital for commitment. (See Appendix III, page 47 for Planning and Development Checklist.)

I. Sponsorship

A. State Education Agency Sponsorship

1. Should the SEA sponsor the Education Fair unilaterally?

2. Will unilateral sponsorship provide greater latitude in the total Education Fair?

3. Does the SEA have adequate staff to develop all phases of the Fair?

4. Does the SEA have the fiscal resources to support the Fair?

5. Does the SEA have the expertise to do an efficient job of comprehensive planning?

B. Joint Sponsorship

1. Will benefits accrue to the Education Fair by soliciting joint sponsorship?

2. Will other agencies and organizations wish to participate?

3. Will agencies and organizations, such as local and state education associations, curriculum commissions, parochial schools, etc., add prestige and input in sponsoring Education Fairs?

II. Selection of Facilities – Logistics in Education Fair (See Appendix II, page 43.)

A. Two Major Concerns

1. Program needs

   a. Registration area(s)
   b. Lobby or interaction areas for participants
   c. General presentation area(s)
   d. Exhibit areas
   e. Individual presentation areas
   f. Meal or eating area(s)
   g. Conference center/office area(s)
   h. Emergency facilities, health
   i. Housing facilities for participants
   j. Parking area(s)
   k. Equipment storage

2. Space needs

   a. Optimum interest
   b. Drawing power
   c. Service
   d. Convenience
   e. Meets program goals

3. Other considerations

   a. Functional logistical accessibility of the space
   b. Placement and location of program and space needs

B. Placement of Exhibits and Presentations

1. Exhibits

   a. Continuous sequence event
   b. Broad time schedule, e.g. 9:00 a.m. – 3:30 p.m.
   c. Exhibit areas may be the home base of projects making presentations and to confer with potential consumers.
   d. If a presenter does not have an exhibit, a specific home base for discussions must be provided in the plan.

2. Presentations

a. Presentations should be scheduled in a time block, e.g. 20 minutes.
b. Presentations should be made in a specific area of the facility.
c. Presentations may be in individual areas or in larger areas and projects assigned to a larger group with time for their presentation.
d. Space needs will relate directly to the number of projects to be exhibited or presented at the Fair.
e. The number and kind of extra features and activities will influence space needs.
f. Site selection may now be made.
g. Selection may be accomplished through the collective efforts of those representing all phases of the Fair.

C. Master Plan for Logistics

1. Each process has an integrated function to perform.

2. One approach to the problem of integration is to construct an information page with exhibit specifications for the Fair site.

3. Specifications need to be presented to the projects.

4. This scheme becomes the base information for identifying further needs for exhibitors and presenters.

5. It is suggested that the information page be included in the program the day of the fair to clearly show the nature of the event.

6. The above items should be included in writing in the agreement of the site rental.

D. Appropriate Facilities for the Education Fair

1. Experience has shown that hotels, motels, school buildings and meeting centers have proven to be effective facilities.

2. When schools and centers are selected, housing in and around the area would be a consideration.

E. Timing

1. It is suggested that selection of the sites should be made eight to nine months before the event.

2. Early scheduling is required for all facilities.

III. Equipment Needs

A. Individual Exhibitors

1. Identify specific needs by projects.

2. Secure necessary consultative assistance in securing equipment.

3. Program equipment needs should be itemized.

B. Education Fair Program

1. Identify specific needs of total program.

2. Major items: podiums, platforms, amplification systems, tables, chairs, space divider, registration facilities, office supplies, exhibit booth needs, signs, programs, and manpower.

3. Minor items: tablecloths, flower stands, ashtrays, trash containers, coffee tables, chairs in lobby, coat racks, information booth, and all other items relative to the specific plans of your program and facilities.

C. Availability of Equipment

1. Equipment needed by exhibitors and presenters should be provided by those individuals.

2. Costs may be shared by the SEA and the local district.

3. Equipment may be furnished by the SEA.

D. Types of Equipment Usually Required by Individual Projects

1. Exhibitors – AV equipment, tables, chairs, poster stands, hanging arrangements, seats for viewers, places for display of materials, and storage.

2. Presenters – AV equipment, microphone podium, platform, tables, chairs, water cups, seating for viewers, tripods for display cards.

E. Timing for This Phase

1. One month before Fair date.

2. Overall needs may be identified earlier.

3. General equipment needs could be identified within a two-month deadline so that contractual agreements could be processed.

IV. Security and Maintenance

A. Security

1. Determined by the size of the Fair in terms of number of exhibitors.

2. Determined by the number of demonstrations planned and expected attendance factors.

3. Traffic control, if necessary, may be handled by local law enforcement agencies.

4. Internal security arrangements may be contracted or assigned to various staff members.

   a. Provide identification badges
   b. Name tags
   c. Brief on overall plans of the conference so as to direct the flow of traffic in the facility
   d. They should possess knowledge of meeting rooms, exhibit centers and placements, luncheon facilities, emergency health facilities, etc.

5. If the Fair covers a period of more than one day, exhibit security factors will have to be clearly assigned.

   a. Exhibitor may be responsible
   b. Outside agency may provide security

6. Insurance factors should be considered.

B. Maintenance

1. Individual exhibitors should be responsible for maintenance of their own materials and equipment.

2. If the facility provides maintenance, the limits of these factors should be delineated to exhibitors.

3. Fairs which run more than one day need to be pleasant and clean from day to day.

V. Manpower

A. Personnel Assignments the Day of the Fair

1. Registration staff

2. Service personnel (distribution of materials, guides, etc.)

3. Equipment operators

4. Discussion leaders – speakers

5. Luncheon service workers

6. Traffic and security personnel

7. Public relations personnel

8. Maintenance workers

9. Special needs

10. Personnel assignments should be made prior to the day that personnel are to report for service

B. Manpower Resources

1. Personnel requirements may be contracted

2. SEA staff utilization

3. Personnel requirements may be obtained as a service from convention bureaus

VI. Timing

A. Selection of Date

The selection of an appropriate date will influence the chances of success of the Fair.

B. Minimize Conflicts

1. Conflicts with other major meetings
2. Demands on potential participants
3. Vacations schedule
4. Holidays
5. Weather factors

C. Time Considerations

1. Duration or length of the Fair will be dependent on and determined by the goals, objectives, and activities of the Fair.
2. Time considerations will be influenced by audience that the Fair is designed to attract.
3. The available physical facilities will influence time considerations.
4. Financial considerations.
5. Geographical considerations.

VII. Scheduling

A. Responsibility of Chairmen

1. Check room assignments

2. Begin and end meetings on time

3. Make necessary introductions

4. Available to help with materials distribution

5. Make necessary announcements and changes in scheduling

6. Close the Fair program

B. Responsiblity of Presenters

1. Coordinate their activities with chairmen

2. Begin and end presentation on time

3. Identify room assignments before presentation and check equipment and facilities

4. Make any last minute adjustments

VIII. Special Features

A. Special events that are planned in addition to the educational exhibits and presentations.

B. Types of Events

1. Musical entertainment

2. Dance groups (one state used Indian dancers)

3. Bands

4. The use of clowns, etc., could give the idea of a real Fair.

C. Special events can contribute greatly to the "fair" atmosphere by creating excitement to educational displays.

D. Special budget considerations need not be planned as special features can almost always be found in nearby school districts or participating projects.

1. Care must be taken to make sure time schedules of events do not compete.

2. Give proper recognition to project or school for special event contribution.

3. Proper introductions should be made for special events at the Fair.

4. Groups or individuals involved in special events should have complete program information in advance giving location and other related information for their presentation.

IX. Production of Materials

A. Materials in this context relate to those items which should be produced in advance of the Fair, e.g., brochures to hand out.

B. Materials production requires advance planning and preparation.

C. Materials should be included for exhibitors as well as general overall Fair programs.

D. Guidelines for projects in preparing exhibit brochures.

1. Assistance for quality control

2. Assistance in layout

3. Assistance in quantity

4. Possible examples as to the types of printed materials should be made available

5. Assistance as to content of printed matter

E. Materials production should be coordinated with the Planning Committee.

F. Production timelines should be established to insure that all materials are available for the Fair.

EDUCATION FAIR MANAGEMENT AND IMPLEMENTATION

Management and implementation of an Education Fair requires the integration of program planning, development, evaluation system plan and dissemination processes and all subsidiary components on the day of the Fair. However, in addition to conducting the actual Ed Fair, the management process is a thread that weaves through the entire process of staging the Fair. It begins with the idea before planning and culminates with the consummation of administrative details. (Refer to Diagram No. 1, page 20.) The Fair Coordinator (refer to page 4), in effect becomes the "ramrod" of the Fair staff. The Fair Coordinator should be appointed by policymakers and given authority by those who grant authority, e.g., Commissioners and State Superintendents.

I. Program Planning, Budgeting, Evaluation System

A program planning, budgeting, evaluation system should be cooperatively developed by all committees which addresses the developmental, implementation and evaluative activities. This plan should be ratified by the policymakers. Once this is done, implementation of the plan should begin. Constant reverification of the plan by the policy decision makers, as well as the feasibility of the Education Fair project, should be assessed regularly.

II. Management Factors

Management factors in the conduct of the Fair address dimensions, management foci, areas of management, management roles, and management styles. (Refer to Diagram No. 2, page 21.)

Examples for understanding the operations of Diagram No. 2 are:

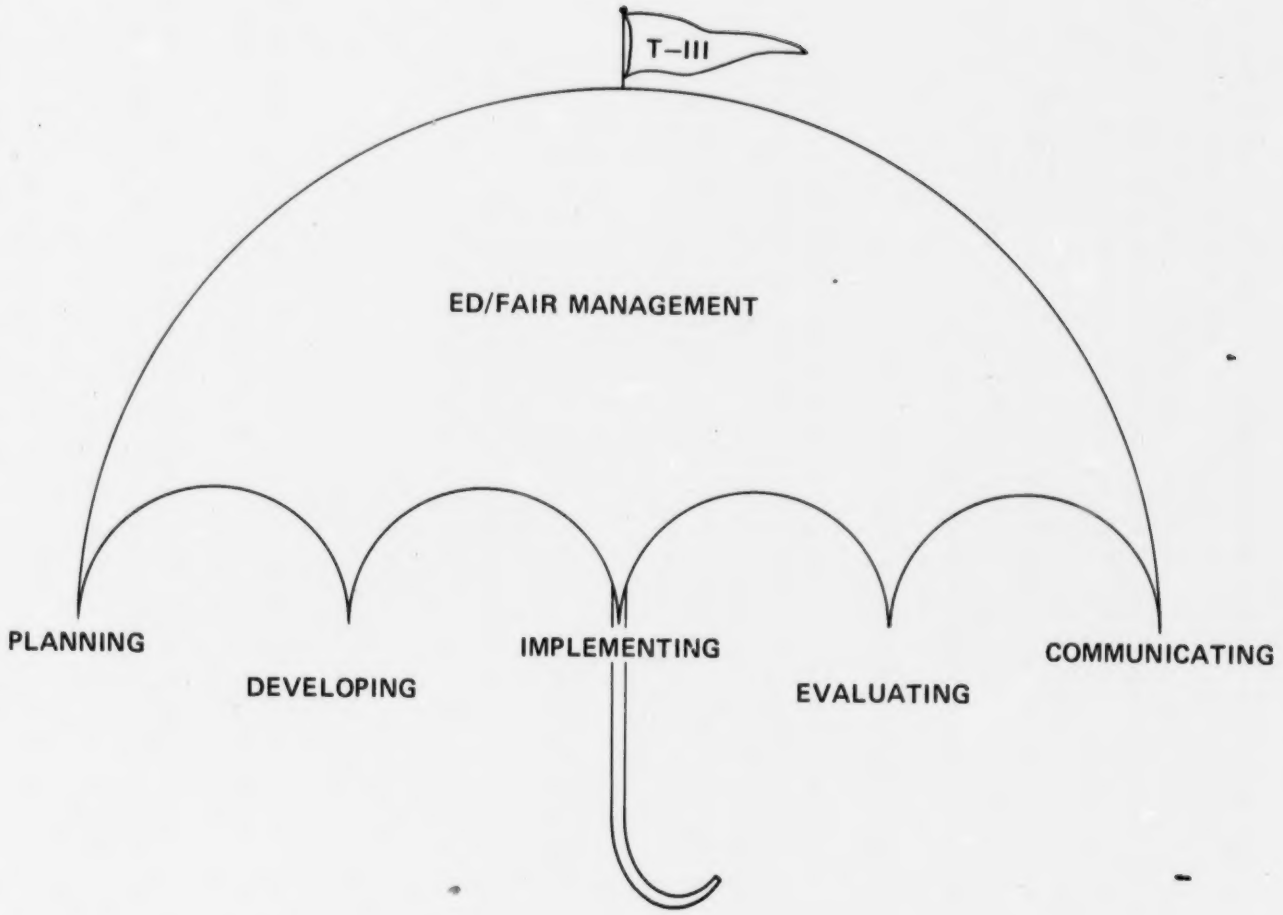
1. Identification of *resources*, criteria for selection of *facilities*, and *quality control* in these areas are interrelated in *planning* and *development*.

2. The *production* of communication messages and the *development* (and *production*) of *materials* required by project presenters might be *coordinated* and *supervised* by the manager.

3. The manager may combine roles and *initiate* a *problem solving* situation as a planner working with a committee that addresses a particular area of management such as *quality control* of a dissemination brochure.

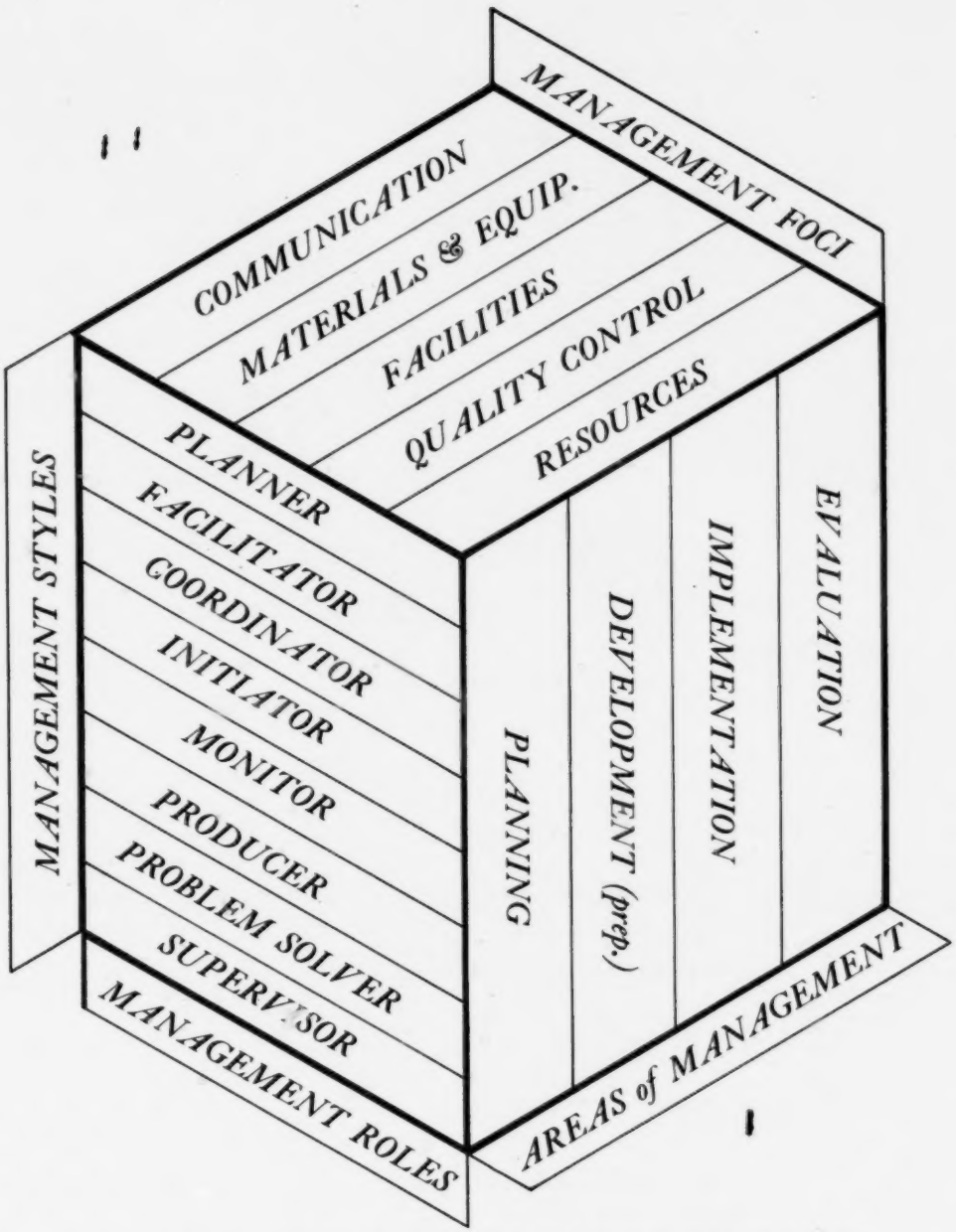
4. The manager could be a *facilitator* in the *development* of *materials* for the project; he may also *monitor* and be a *problem solver* the day of the Fair.

Diagram No. 1



WHO HOLDS THE UMBRELLA?

DIAGRAM #2



MANAGEMENT FACTORS IN THE CONDUCT OF AN EDUCATION FAIR

The ability of the manager to change roles *and* combine roles is an important consideration to the utilization of management styles that result in effective management appropriate to different situations.

III. Problem Areas of Management

Problem areas which may be encountered in the management of the Fair are listed below.

A. Resources

1. Budget

a. Confirm with department administration
b. Plan budget before Fair time
c. Obtain appropriate spending for budget items

B. Facilities

1. Plan for more space than you think you will need
2. There may be difficulty in obtaining for one-day event
3. Site facilities used jointly with other events

C. Quality Control

1. Lack of consumers in attendance
2. Insuring exhibit effectiveness
3. Obtaining outstanding featured speakers
4. Conference screening

D. Communications

1. One year advance announcement to schools so they can prepare their calendars
2. Identifying consumers

E. Materials and Equipment

1. Arranging for specialized equipment installation

2. Logistics of set-up and take-down for one-day event

3. SEA print shop preparation

IV. Management Foci

Specific components which must be addressed by managers. These include materials and equipment, communications, quality control, facilities and resources.

Areas of Management – Planning, development, implementation, and evaluation. Management Roles – Formal and informal postures which the manager will assume during the full range of planning, developing, implementing and evaluating the Education Fair. These roles include monitor, planner, facilitator, coordinator, initiator, supervisor, producer and problem solver.

Management Style – including authoritarian, democratic and laissez-faire methods of operation; a mixture of roles.

V. Implementation

Implementation is defined as the actual conduct of the Fair including the period of time involved in setting up, assembling, and dissassembling exhibits and seminar rooms.

Frequent, continuous, and straight (direct) communication among managers and workers is essential so that it must be assumed by the day of the Fair all functions and tasks (assignments) have been delegated and completed. The Fair Coordinator's responsiblity now is to monitor and problem solve.

EVALUATION

Evaluation of the planning, development, implementation, and dissemination process will help improve the Education Fair and more likely than not, insure a better Fair next time. Evaluation is defined as a continuous process of collecting, processing, and reporting accurate, pertinent, and timely information to help answer Fair questions and to assist in Fair management decisions.

Most Education Fair questions are of the quantitative nature, but questions of a qualitative nature and even those concerning information exchanges and cross fertilization of ideas are also considered. By no means should the handbook list of questions be considered all inclusive.

Questions and decisions are identified and listed under the following major process categories: (1) planning, (2) development, (3) management and implementation, (4) evaluation, and (5) dissemination. Considerations range from outcome questions such as "To what extent were Fair objectives attained?", to process questions such as "What part of the Fair was the least effective and why?", and from feedback questions such as "What could have been done to improve this Fair?", to creature comfort questions such as "Were you satisfied with the room arrangements?"

You must formulate your own questions pertinent to your own purposes and situation. The important point is, "What do you want to know?" – "What are the decisions before you?" Evaluation begins here. (See Appendix V, page 65 for Evaluation Checklist.)

I. Evaluation Design

A. Nine Component Steps – Suggested Design *

1. Specify Education Fair evaluation questions and decisions.

2. List information necessary to address each question or decision.

3. Identify the source for such information.

4. Select an evaluation procedure appropriate to the source of information desired and the time and place of data collection and construct a data collection instrument if necessary.

*Illustration One (page 27) shows the relationship of the eight evaluation components to the five Education Fair processes in an informative matrix.

5. Determine the desired statistical treatment of data collected. More often than not, descriptive statistics are sufficient to complete the fifth component of evaluation design.

6. Specify the minimum acceptable level of scope and quality of the data collected.

7. Specify report formats and report deadlines.

8. Determine resource requirements for preparation, administration, processing, reporting, and evaluation.

    a. Skills and resource time requirements involve design, testing, publication instruments, selection and training of observers and interviewers, data processing and commitments by data analysts and interpreters, distributors and collectors of data collections instruments, typists, and other manpower required. It also includes availability of necessary funds, equipment, materials, and facilities.

B. Evaluation Data Matrix*

1. Identify physical variables that favor or constrain evaluation activities.

2. Identify contextual variables that might favor or constrain certain evaluation activities; e.g., manpower requirements, financial support, consumer variables, program variables, project and exhibit variables, etc.

II. Evaluation Procedures

A. Written Evaluation

1. Frequently selected evaluation procedures incorporate:

    a. Rating scale
    b. Linear scale
    c. Attitudinal scale
    d. Opinionnaire
    e. Checklist
    f. Individual reaction sheet

*Illustration One (Page 27) shows the relationship of the eight evaluation components to the five Education Fair processes.

ILLUSTRATION ONE.
THE DESIGN FOR THE EVALUATION
OF THE FIVE EDUCATION FAIR PROCESSES

EVALUATION COMPONENTS	ED/FAIR PROCESS				
	Planning	**Development**	**Implementation**	**Evaluation**	**Dissemination**
1. Education Fair Questions	Ex: How successful were the planning activities?	Ex: How successful were the development activities?	Ex: How successful were the implementation activities?	Ex: How successful were the evaluation activities?	Ex: How successful were the dissemination activities?
2. Information Necessary to Address Questions	Were the responsibilities of the committee defined and understood?				
3. Source of Information	Committee members				
4. Evaluation Procedure: Instrumentation, Time and Place of Data Collection	Survey method				
5. Desired Statistical Treatment	Questionnaire and instrument needed after Ed/Fair at determined meeting				
6. Level of Acceptability of Scope and Quality of Data	Descriptive				
7. Report Formats and Report Deadlines	100 percent responses				
8. Resource Requirements for Preparations, Administration, Processing, Reporting and Evaluation	Immediate oral feedback straight tab				
9. Time, Manpower, and Other Resources for Preparation, Administration, Processing, and Reporting Evaluation	Enough forms for all persons to tabulate and report findings				

g. Inventories of all funds administered before, during, and after the Fair as follow-up evaluation

2. Less often selected evaluation procedures

   a. Pre and post criterion referenced or objective referenced tests
   b. Pre and post attitudinal scale
   c. Sample ballot
   d. The shift of opinion ballot
   e. Observers report
   f. Recorders report
   g. Group leaders report

3. Oral evaluation

   a. Sampled interviews

      (1) Conducted by an interview team
      (2) Sampled interviews
      (3) Sampling most often done during lunch
      (4) Questions concerning mechanics of the Fair

         (a) communication
         (b) physical arrangements
         (c) speakers
         (d) group sessions

      (5) Immediate feedback to chairman

4. Random selection

   a. Off-the-record group of 10 to 15 participants
   b. Group becomes an informal channel of communication to Fair staff

5. End-of-the-day sessions of impressions and observations of Fair staff

6. Volunteered feedback

   a. Unsolicited information
   b. Gripes
   c. Suggestions
   d. "Pat" on the back

7. More often than not the Education Fair will utilize a combination of the preceding procedures.

III. Data Collection Instruments

A. These examples are not necessarily "models" to be copied but they are forms to be adapted and made more pertinent to your purposes and situation.

B. Since evaluation is a continuous process, the time and place for evaluation is dictated only by the information required.

C. The users of evaluation data most often specify direct answers under direct questions but often a comparison by data breakdown such as answers by sex, positions, by levels of school administration (i.e., LEA's, SEA's, USOE, others), by states and even by age intervals might be requested in addition to summary data.

D. The deadlines for reports depend largely on the kind of information and purposes for information requested. Most evaluation information is requested after the Fair, such as data collection and immediate feedback, and morning collection and noon, end of the day, or next morning feedback. Feedback after the Fair follow up survey is next and the least number of deadlines come before the Fair.

E. Remember, evaluation is a manager's tool. Excessive evaluation can be as harmful as no evaluation.

F. Evaluation instruments to be used by the Planning, Development, Implementation, Evaluation, and Communications/Diffusion Committee are in Appendix IV, page 53.

COMMUNICATIONS/DIFFUSION

The communications function includes those activities aimed at informing the general public and specific audiences with regard to promotion and implementation of the Education Fair. Diffusion is the adoption/adaptation process involved in spreading proven practices into the local school district. (See Appendix VI, pages 67 - 69 for Communication Checklist, Technical Information Checklist, and Adoption/Adaptation Checklist.)

I. Education Fair Communications

A. Pre Education Fair

1. General Announcement

a. News releases to newspapers, radios, and TV
b. SEA and professional publications

2. Specific Invitations

a. Presentations

(1) Educational Conferences
(2) Professional Organizations

b. Direct Mail to Designated Audience

(1) Brochures
(2) Letters
(3) Pre-registration Forms

B. Ongoing or During the Education Fair

1. Participants

a. Program of Events
b. Directory of Exhibits
c. Evaluation Forms
d. Newsletter or Fliers

2. Press/Media Coverage

   a. Interviews
   b. Photographs
   c. Films, Audio and Video Tapes

C. Post Education Fair

1. General Announcements

   a. News release concerning activities, participants, attendance, and indication of success (including photos).

2. Specific Reports

   a. Summary of Education Fair evaluation to be sent to Fair planners, teachers, and administrators.
   b. Financial report to steering committee.

D. Considerations for Communications

1. Should educational administrators/leaders receive general announcement of Fair through mass media or via more direct contact? Should these educators be informed prior to general announcement?

2. Who will provide the information for a news release? Who will prepare news release?

3. What news media should be utilized? What determines the appropriateness of a particular medium?

4. To whom is the first general announcement directed?

5. How far in advance of the Fair should the first general announcement be made? What follow-up announcements should be made prior to or during pre-registration activities?

6. Who will prepare articles for inclusion in various publications? What publications will be utilized? When should these articles appear in these publications?

7. What type of presentations will be prepared for educational conferences and organizations? What will be the content? What will be the format? Will pre-registration materials be included?

8. Should direct mailings be sent to each member of each group or only to designated leaders and/or representatives? How can mailing lists be obtained for those individuals and groups outside of education?

9. Will the Fair participants receive specific information regarding the program prior to arriving at the Fair? How will the informational materials be distributed at the Fair?

10. Will evaluation forms be included in a registration packet or distributed at other specified times and locations? How will these forms be collected?

11. What actions are needed to gain same-day coverage by newspapers, radio and TV? What types of coverage are most desired?

12. How will information be gathered to produce a news release within 24 hours after the Fair is completed? Who will be responsible for this news release?

13. Should an evaluation summary be prepared for general distribution or education only? Who will prepare this report? How will it be distributed?

14. Who will receive the financial report? To what detail should this report be completed?

II. Diffusion

A. Technical Information (Before and during the Fair)

Technical information regarding a project includes its innovative character, its exportability, its effectiveness, and the costs involved. Additional information may include community and student characteristics, needs addressed, program materials developed, special resources required, staff development, and implementation procedures. This information is important to potential adopters of a practice. Following are the major considerations for disseminating technical information during the Education Fair.

B. Awareness

1. Determine exhibit focus (content)

2. Determine exhibit format (design)

C. Interest

1. A brief project description may be developed in the following ways:

   a. Brochure
   b. Video tape
   c. Film loop
   d. Slide tape presentation
   e. Picture board
   f. Curriculum materials

D. Provisions for Potential Adopters

1. Develop a technical information report*

2. Plan an adoption clinic during the Fair

E. Considerations for Technical Information During the Fair

1. Determine the audience to which the exhibit should appeal. Determine what information should be presented visibly.

2. How shall the exhibit be constructed? How large will it be? What materials will be used? When will it be constructed?

3. What information will be provided in a brief project description? Who will provide this information? Who will prepare the project description? How far in advance of the Fair should this description be developed? What medium or media will be used for this description?

4. Is the essential technical information available from the LEA? Is this information sufficient? Has the information been verified? Is the information organized for publication?

5. Does the LEA have staff and resources for preparing a technical information report? What method of presentation is to be used? What format will be used? When should efforts of this report begin?

*See Appendix VII, page 71, and Appendix X, page 79.

6. How will the adoption clinic/demonstration session be conducted? Who will be the presenters? What methods will be used? How much time should be spent with formal presentations as opposed to discussion sessions?

III. Adoption/Adaptation

A. Adaptation/Adoption (Following Fair)

Following the Fair, there are specific activities which must be conducted in order to make possible adoption by interested consumers. It is the responsibility of the SEA to provide and coordinate opportunities for the necessary exchange of information between producer and consumer potential adopters. Consideration must be given by the SEA to the resources available to the producer for participating in these post Education Fair activities. Participation and interest based on evaluation information from the Fair may serve as a guide to the consideration of these resources. Following are the activities which may follow the Fair.

B. Considerations for Adoption/Adaptation

1. What provisions have been made for exchanging information between producer and consumers (potential adopters)? What resources does the producer have for providing information on an extended basis? What additional resources must be provided the SEA?

2. What information is obtained in the evaluation report of the Fair which identified potential adopters? What activities should be utilized based on this evaluation?

3. What methods of identifying potential adopters will be used?

4. Who are the appropriate individuals to participate in site visits?

5. Has the SEA established procedures for site visits? Who will coordinate the visits with regard to facilities, personnel, time, and location? How do the site visits relate to the Fair activities and presentations?

6. What methods of evaluation will be used to determine the effectiveness of the site visits?

7. Will the producer activities be conducted at the producer site, at the potential adopter site, or both?

8. Has the producer adequately prepared materials for staff orientation and development? Has the producer established a staff development program which will provide for the adequate implementation of the project?

9. Is the exportability manual available in quality and quantity for all potential adopters?

10. Have provisions been made for further verification by the consumer? Is a pilot study necessary?

11. How will pilot studies (site validation) be evaluated? Will this evaluation be the basis for final decision-making?

12. How will the producer assist the consumer in final installation? What are the responsibilities of the SEA in facilitating this installation? What SEA programs and agencies should be involved?

C. Adoption/Adaptation Activities

1. Provisions for site visitations

   a. Identification of potential adopters
   b. The state education agency should coordinate site visits with the following considerations:

      (1) Does the LEA have adequate facilities for site visits?
      (2) Does the LEA have adequate personnel for site visits?
      (3) Does the LEA have adequate time to allocate for site visits?
      (4) Is the location of the producer site accessible?

   c. The SEA should be responsible for the adequacy of presentations and materials during site visitations.

2. Determine producer activities

   a. Staff orientation for site visits

      (1) General presentations
      (2) Distribution of materials

   b. Staff Development

      (1) Workshops
      (2) Distribution of materials

c. Use of Exportability Manual

3. Pilot Study by Consumer (Site Validation)

a. Additional verification of exportability of project

4. Installation at Consumer Site

IV. Dissemination Audiences

Level	Audiences	Timetable
A. Awareness TV, Newspaper, Radio, Public Announcements	All	2 - 3 months before Fair
B. Interest Brochure Pre-registration Feedback from awareness activities	SEA determines specific audiences	3 - 6 weeks before Fair
C. Technical Information Program description Fair objectives Project demonstrations	Those attending Fair	During early part of Fair
D. Pilot study on project	Potential adopters	During latter part of Fair or shortly thereafter
E. Adoption	Adopters	2 weeks to 6 months

Potential Audiences

A. Professional Educators

Teachers

Public
Private

Administrators

Public
Private

College and University Staff

Educational Associations

B. Organizations

Parents

PTA
Advisory Councils

Service

Kiwanis
Lions
Rotary, etc.

Conservation

Izaac Walton League
Sierra Club

Trade

Education Committees

Welfare and Social Service

C. Political Bodies

School Boards

Legislators

State
National

Lobbyists
Political Leaders

D. Lay Citizenry

Public in General

Parents

Students

APPENDIX I

SUGGESTIONS FOR DEVELOPING EXHIBIT SELECTION CRITERIA

Project Effectiveness

What evidence is there that the project works?
With whom?
Under what circumstances?
Is it economically feasible?

Project Innovativeness

How widespread are similar projects?

Project Adaptability

Can this project be easily adopted/adapted by other schools?
What constraints are there to adoption/adaptation?
Cost?
Equipment?
Size and scope?
Staffing?
Target Group?

Project Displayability

Can this project be easily explained?
Will it lend itself to an interesting presentation?
Will it appeal to a sufficient number to make it worth showing?
Can it fully be presented in an exhibit or should it be presented only in a demonstration?

Special Conditions

Would the project require special conditions such as room light, tables, etc.?
Is the project willing to accept visitors after the conference?

Project Personnel

Number of project personnel needed to make presentation:

[ ] Directors
[ ] Teachers
[ ] Students
[ ] Aides
[ ] Parents

APPENDIX II

TYPICAL EXHIBIT CONTRACT

APPLICATION FOR SPACE

STATE EDUCATION FAIR

Municipal Auditorium, Showville, December 27-29

Date of Application_____

Application for exhibit space at rentals shown on the floor plan and in compliance with the exhibit regulations contained in this contract.

Preferred booth number(s):

1st choice_____ 2nd choice_____ 3rd choice_____ 4th choice_____

State briefly what your exhibit will include: (Please use generic terms rather than trade names.)

_____

_____

_____

Space rental includes: general illumination; once-a-day janitorial service; watchmen services for off-hours; removal, storage, and return of empty shipping crates; an exhibit listing in the official program; registration badges for booth personnel; and, if desired, a uniform 8-foot high, draped background with a two-line sign and 4-foot high, draped side dividers. Space rental does not include: air, water, drainage, gas, electricity, private telephones, booth furnishings, insurance, uncrating, crating, and shipping costs.

In order that appropriate space be allocated, please check which services your exhibit will require: air [ ], water [ ], drainage [ ], gas [ ], 220 volt a-c electricity [ ]. Will you use a mobile or trailer display? [ ]

Please enclose check for 25 percent of booth rental, made payable to SEA (111 Home Avenue, Hometown), the remainder to be sent within 30 days after this application has been accepted and booth space assigned.

Name of organization _____

Address _____

_____

Individual's name _____ **Position** _____

Signature _____ **Telephone** _____

Your application for exhibit space will be promptly confirmed.

EXHIBIT REGULATIONS INDEX

Regulation	Item Number	Regulation	Item Number
Admission	12	Hours and dates	1
Badges	12	Installation of exhibits	2
Booth furnishings	10	Labor	9,10
Built-up displays	8	Liability	7
Cancellation	13	Maximum display height	8
Carpeting service	10	Noise	4
Cartage contractor	10	Operating equipment	6,7
Character of exhibits	4	Photographic service	10
Contests	4	Registration	12
Contractors' services	10	Removal of exhibits	3
Damage to premises	7	Safety codes	6
Dates and hours	1	Safety devices	6
Drayage	10	Services	10
Electricity	9	Shipping instructions	11
Employment solicitation	4	Sign painting	10
Exhibitor badges	12	Subletting space	5
Fireproof decorations	6	Telephones	10
Floral service	10	Utilities	9
Gas, water, drains, compressed air	9		

REGULATIONS

1. Exhibit Dates and Hours

Tuesday, December 27 – 12:00 p.m. to 10:00 p.m.
Wednesday, December 28 – 12:00 p.m. to 6:00 p.m.
Thursday, December 29 – 12:00 p.m. to 4:00 p.m.
(Note: Morning hours are reserved for conference sessions. The Society's banquet is held Wednesday evening. Since general interest tends to wane, the exhibit closes early on the final day.)

2. Installation of Exhibits

Exhibits may be installed starting at 8:00 a.m., Monday, December 26. Installation must be completed by 10:00 a.m., Tuesday, December 27, so that aisles may be swept for the noon opening. Installation is prohibited during open exhibition hours.

3. **Removal of Exhibits**

All exhibits must remain intact until the final closing, Thursday, December 29, at 4:00 p.m. All exhibits must be removed from Municipal Auditorium by 5:00 p.m. Friday, December 30th.

4. **Character of Exhibits**

All exhibits must be related to the interests served by education in the SEA. The exhibit manager reserves the right to prohibit undignified exhibits. Contests, prize drawings, noisemakers, "cheese cake" displays, and side show tactics are prohibited. The noise level of an exhibit must neither detract from nor interfere with other exhibits. Booths shall not be used for employment solicitation.

5. **Subletting Space**

No exhibitor shall sublet, assign, or apportion the space allotted to him without the consent of the exhibit manager.

6. **Safety**

All decorative materials must be fireproof and must comply with appropriate safety codes. All operating equipment must have safety devices.

7. **Damage**

Exhibitors are liable for any damage caused by fastening display fixtures to the auditorium building. Exhibitors must provide drip pans for machinery requiring lubrication.

8. **Maximum Display Height**

The maximum display height is indicated on the exhibit floor plan.

9. **Available Utilities**

Electrical service includes 110 and 220 volt single phase 60 cycle alternating current; 220 volt three phase alternating current; 115 and 230 volt direct current. Special lighting and power connections can be supplied. Over-current protection must be provided.

Gas, water, drainage, and compressed air are available. Supply pressures, connection sizes, and gas analysis will be furnished upon request.

Contract all required utilities and installation labor directly with the Municipal Auditorium management.

10. **Available services**

The following may be arranged through the exhibit manager: booth furnishings, carpeting, special decorations, sign-painting, private telephone service, photographic service, and floral service. Common labor, carpenters, painters, private guards, and

special cleaning services may be arranged directly with the Municipal Auditorium management. Exhibitors are encouraged to consign their shipping and drayage needs to the official contractor, S. W. James, 100 Showville Avenue, Showville.

11. Shipping Instructions

All incoming shipments must be prepaid. Address parcel post and railway express shipments as follows: Exhibitor's name, booth number, American Science Society Exhibit, Municipal Auditorium, Showville. Address railroad and motor freight shipments as follows: Exhibitor's name, booth number, American Science Society Exhibit, Municipal Auditorium, c/o S. W. James, 100 Showville Avenue, Showville. Mail S. W. James a copy of your bill of lading.

12. Exhibit Registration Badges

General admission to the exhibit will be by badge only. Badges for booth attendants will be provided in advance on request.

13. Cancellation

Cancellation of this contract by the exhibitor prior to March 1 of the exhibit year subjects him to forfeiture of deposits; cancellation after that date subjects him to forfeiture of total amount paid.

APPENDIX III

PLANNING AND DEVELOPMENT CHECKLIST

	Planned	Completed	N.A.
1. Schedule of correct dates and times and rooms assigned for each session given to building management	[ ]	[ ]	[ ]
2. Seating capacity and type of room setup required	[ ]	[ ]	[ ]
3. Public address system required	[ ]	[ ]	[ ]
4. Platform required	[ ]	[ ]	[ ]
5. Special equipment required	[ ]	[ ]	[ ]
6. Determine basic cost of all facilities, equipment, and services	[ ]	[ ]	[ ]
7. Who is contact for last-minute changes or when setup needs adjusting?	[ ]	[ ]	[ ]
8. Electrical outlets	[ ]	[ ]	[ ]
Immediately prior to meeting, check:			
1. Meeting room setup	[ ]	[ ]	[ ]
2. Are meetings listed correctly on hotel bulletin boards?	[ ]	[ ]	[ ]
3. Are enough seats on platform?	[ ]	[ ]	[ ]
4. Cooling/heating system working?	[ ]	[ ]	[ ]
5. Public address system working?	[ ]	[ ]	[ ]
6. Special requirements in place?	[ ]	[ ]	[ ]
7. Special equipment operating properly?	[ ]	[ ]	[ ]
8. Operator on hand?	[ ]	[ ]	[ ]
9. Lectern light operating?	[ ]	[ ]	[ ]
10. Decorations in place?	[ ]	[ ]	[ ]
11. Water pitcher and glass in place? With water in pitcher?	[ ]	[ ]	[ ]
12. Lighting?	[ ]	[ ]	[ ]

	Planned	Completed	N.A.
Immediately following meeting, who will:			
1. Remove organizational property?	[ ]	[ ]	[ ]
2. Check for forgotten materials?	[ ]	[ ]	[ ]
Other important points:			
1. If meeting room is difficult to find, use directional signs	[ ]	[ ]	[ ]
2. If meeting room has been changed, post notice	[ ]	[ ]	[ ]
Registration Schedule			
Prior to conference, have arrangements been made for:			
1. Registration clerks, dates, and hours?	[ ]	[ ]	[ ]
2. Typewriters and necessary furniture?	[ ]	[ ]	[ ]
3. Cashboxes?	[ ]	[ ]	[ ]
4. Have adequate signs been prepared? Registration Desk, Tickets, Information, Hospitality, Special Events, Advance Registration, Exhibits, No Smoking, Conference Office, other	[ ]	[ ]	[ ]
5. Is masking tape available for mounting?	[ ]	[ ]	[ ]
Immediately prior to opening, check:			
1. Proper lighting and identification for registration desk	[ ]	[ ]	[ ]
2. Wastebaskets available	[ ]	[ ]	[ ]
3. Are programs and other materials in place?	[ ]	[ ]	[ ]
4. Are receipt forms available?	[ ]	[ ]	[ ]
Has registration staff been fully informed regarding:			
1. Registration procedure?	[ ]	[ ]	[ ]
2. Policy on accepting checks?	[ ]	[ ]	[ ]
3. Policy on refunds?	[ ]	[ ]	[ ]
4. Information desired on registration cards?	[ ]	[ ]	[ ]
5. Information desired on badge?	[ ]	[ ]	[ ]

	Planned	Completed	N.A.
6. Ticket prices and policies?	[ ]	[ ]	[ ]
7. What to do about program participants and guests?	[ ]	[ ]	[ ]
If participant is to fill out his own registration:			
1. Are extra tables set up away from registration desk?	[ ]	[ ]	[ ]
2. Registration cards and pencils in place?	[ ]	[ ]	[ ]
3. Simple instructions conveniently posted?	[ ]	[ ]	[ ]
4. Are time-consuming operations separate from registration desk?	[ ]	[ ]	[ ]
During registration, will someone be available for:			
1. Single ticket sales?	[ ]	[ ]	[ ]
2. Emergency housing?	[ ]	[ ]	[ ]
3. Hospitality desk?	[ ]	[ ]	[ ]
4. Making policy decisions?	[ ]	[ ]	[ ]
5. Accommodating members wishing to register after desk has closed?	[ ]	[ ]	[ ]
6. Relieving registration clerks for meals?	[ ]	[ ]	[ ]
7. Checking out funds at closing time?	[ ]	[ ]	[ ]
8. Distribute program or agenda?	[ ]	[ ]	[ ]
Meal Functions Schedule			
Prior to conference, check with hotel or conference center:			
1. Number of places to be set	[ ]	[ ]	[ ]
2. Number at head table	[ ]	[ ]	[ ]
3. Menu	[ ]	[ ]	[ ]
4. Cost, price including tax and tip	[ ]	[ ]	[ ]
5. When must final guarantee be made?	[ ]	[ ]	[ ]
6. Who will submit final guarantee?	[ ]	[ ]	[ ]
7. What will be exact serving time?	[ ]	[ ]	[ ]

	Planned	Completed	N.A.
8. Will tickets be taken at door or table?	[ ]	[ ]	[ ]
9. Procedure for guest without ticket	[ ]	[ ]	[ ]
10. Who will make payment for function and when?	[ ]	[ ]	[ ]
11. Tables set up early enough to decorate	[ ]	[ ]	[ ]
12. Public address system available	[ ]	[ ]	[ ]
13. Lectern available	[ ]	[ ]	[ ]
14. Who will provide tickets?	[ ]	[ ]	[ ]
15. Who is hotel contact for last-minute problems?	[ ]	[ ]	[ ]
Immediately prior to function, check:			
1. Proper number of seats	[ ]	[ ]	[ ]
2. Place cards in place	[ ]	[ ]	[ ]
3. Decorations, favors, menus in place	[ ]	[ ]	[ ]
4. Public address system working	[ ]	[ ]	[ ]
5. Lectern in place and operating	[ ]	[ ]	[ ]
Speakers, Panelists, Other Program Participants Schedule			
Prior to the conference:			
1. Have speakers been invited early?	[ ]	[ ]	[ ]
2. Informed on length of time available to them?	[ ]	[ ]	[ ]
3. Informed on nature of the conference, type of talk desired?	[ ]	[ ]	[ ]
4. Date and time arriving	[ ]	[ ]	[ ]
5. Is speaker to be accompanied by wife or husband?	[ ]	[ ]	[ ]
6. Has hotel reservation been made and confirmed?	[ ]	[ ]	[ ]
7. Will speaker require special equipment?	[ ]	[ ]	[ ]
8. Has he been furnished with program or tentative program as early as possible?	[ ]	[ ]	[ ]

	Planned	Completed	N.A.
9. Has someone been designated to meet speaker upon arrival in city?	[ ]	[ ]	[ ]
10. Are biographical material and photo available for publicity and introduction?	[ ]	[ ]	[ ]
Financial arrangements understood:			
1. Expenses only	[ ]	[ ]	[ ]
2. Fee only	[ ]	[ ]	[ ]
3. Fee plus expenses	[ ]	[ ]	[ ]
4. When is payment to be made?	[ ]	[ ]	[ ]
Immediately prior to meeting, check:			
1. Has speaker been introduced to other platform or head table guests?	[ ]	[ ]	[ ]
2. Has he been briefed on progress of conference, number of participants?	[ ]	[ ]	[ ]
3. Has he tried out the public address system, seen the meeting room?	[ ]	[ ]	[ ]
Have special needs been met:			
1. Chalkboard or easel?	[ ]	[ ]	[ ]
2. Pointer, chalk, eraser in place?	[ ]	[ ]	[ ]
3. Need help in turning charts?	[ ]	[ ]	[ ]
4. Projector and screen on hand?	[ ]	[ ]	[ ]
5. Projector stand available?	[ ]	[ ]	[ ]
6. Projectionist on hand? Instructions given? Material provided?	[ ]	[ ]	[ ]
7. Who will turn lights on, off?	[ ]	[ ]	[ ]
8. Is material to be passed out?	[ ]	[ ]	[ ]
9. Is emergency speaker available in case of a "no show"?	[ ]	[ ]	[ ]
Exhibits			
1. Number of exhibits and floor plans	[ ]	[ ]	[ ]
2. Hours of exhibits	[ ]	[ ]	[ ]

	Planned	Completed	N.A.
3. Setup date	[ ]	[ ]	[ ]
4. Dismantle date	[ ]	[ ]	[ ]
5. Directional signs	[ ]	[ ]	[ ]
6. Any labor charges?	[ ]	[ ]	[ ]
7. Electrician and carpenter services	[ ]	[ ]	[ ]
8. Any special charges?	[ ]	[ ]	[ ]
9. Partitions, backdrops needed	[ ]	[ ]	[ ]
10. Security precautions	[ ]	[ ]	[ ]
11. Storage of shipping cartons	[ ]	[ ]	[ ]

Miscellaneous

1. Have arrangements been made to duplicate registration lists?	[ ]	[ ]	[ ]
2. Hospitality arranged for men, women, children?	[ ]	[ ]	[ ]
3. Fire regulations and hotel policy checked regarding decorations, storage?	[ ]	[ ]	[ ]

APPENDIX IV

EVALUATION INSTRUMENT SAMPLES

EVALUATION STEP VI

State Education Fair

Evaluation

This form was given to all persons attending the Education Fair as part of the registration packet. Announcements were made during the conference to encourage return of the form.

1. Please check the presentations you attended:

___1st Presentation, Name of Project_____
___2nd Presentation, Name of Project_____
___3rd Presentation, Name of Project_____
___4th Presentation, Name of Project_____
___5th Presentation, Name of Project_____
___6th Presentation, Name of Project_____

2. How would you rate the overall conference?

___It was one of the most rewarding experiences I have ever had.
___I think it served its purpose.
___It was fair.
___It was too general.
___It was a complete waste of time.

3. How would you rate the length of time spent in each session?

___too short
___about right
___too long

4. What use, if any, was the information gained from the conference?

___a great deal
___might be useful
___of little use
___of no use at all

5. Were there presentations you did not go to but wished to attend?

___Yes
___No

If the above answer was NO, please explain why.

6. What did you like most about the conference?

7. What did you like least about the conference?

8. Did you feel that the facilities were adequate for this type of conference?

___Yes
___No

If the above answer was NO, please explain why.

STATE EDUCATION FAIR

EVALUATION FEEDBACK FROM ELEVEN PROJECT PRESENTERS (STAFF):

Name (Print) _____ Date _____
(Project Presenter)

Project Title: _____

(Please circle or check response...be frank!...We won't come and get you!)

1. I think the planning for the Fair was:

Bad	Poor	Below Avg.	Average	Above Avg.	Excellent	Superior
0	1	2	3	4	5	6

Comments: _____

_____

2. I think the pre-conference communication to me about what to expect, requests for specific information (audiovisual requirements, room needs, etc), specific directions and general information was:

Bad	Poor	Below Avg.	Average	Above Avg.	Excellent	Superior
0	1	2	3	4	5	6

Comments: _____

_____

3. I think the printed material about the Fair was:

Bad	Poor	Below Avg.	Average	Above Avg.	Excellent	Superior
0	1	2	3	4	5	6

Comments: _____

_____

4. I think the area assigned to me for the five seminar presentations was:

Bad	Poor	Below Avg.	Average	Above Avg.	Excellent	Superior
0	1	2	3	4	5	6

Comments: _____

_____

5. The number of tables and chairs provided was what I had requested?

Yes___ No___ I think they were:

Not Satisfactory	Below Avg.	Average	Above Avg.	Excellent
0	1	2	3	4

Comments: _____

_____

6. The audiovisual equipment provided was what I had requested? Yes___ No___

I think the equipment was:

Totally Unuseful	Below Avg.	Average	Above Avg.	Excellent
0	1	2	3	4

Comments: _____

_____

7. I think the number of attendees at my five seminars was:

Not worth my Attendance	Poor	O.K. (So-So)	Better than expected	Great! (What I'd Hoped for)
0	1	2	3	4

Comments: _____

_____

8. I think the general *interest* and response of the *attendees* at my five seminars was:

Lousy	Poor	O.K. (So-So)	Better than expected	Great!
0	1	2	3	4

Comments:_____

_____

9. I think the exhibits were:

Bad News	Poor	Below Avg.	O.K. (So-So)	Above Avg.	Excellent	Superior
0	1	2	3	4	5	6

Comments:_____

_____

10. In general, I think the Fair was:

Bad Scene!	Poor	O.K. (So-So)	Better than expected	Great!
0	1	2	3	4

Comments:_____

_____

11. Given the opportunity to do it all over again, would you participate as a presenter in this conference, knowing what you now know? Yes___; No___.

Comments:_____

_____

12. Should some nut decide to try the promotion of another Fair, what suggestions (+ or –) might you have?

_____

_____

WE APPRECIATE YOUR FRANK RESPONSE!

P.S. CHEERS! We hope to pay you *pronto* for your per diem, travel, and shipping expenses claimed in February. If you don't receive your reimbursement in thirty days, "blow the whistle"!

ADOPTION CLINIC EVALUATION FORM

STATE EDUCATION FAIR

Program Title: _____

What type of program best describes this content session? (a=panel, b=speaker, c=workshop, d=mini-lab, e=interactive, f=multi-media, g=other).

a	b	c	d	e	f	g
___	___	___	___	___	___	___

Express your opinion on the following scale as it applies to *this session*. (Check at appropriate letters: Scale – a=outstanding, b=above average, c=average, d=below average, e=poor, f=no opinion.)

	a	b	c	d	e	f
Method of presentation	___	___	___	___	___	___
Procedures used	___	___	___	___	___	___
Participant involvement	___	___	___	___	___	___
Opportunity for exchange of ideas	___	___	___	___	___	___
Qualifications of presenters	___	___	___	___	___	___
Renewal and updating of Professional skills and knowledge	___	___	___	___	___	___
Innovative nature of program	___	___	___	___	___	___
Possibilities for applications	___	___	___	___	___	___
Interest level and general overall impressions	___	___	___	___	___	___

		YES	NO	UNDECIDED
I also:	Changed my attitudes	____	____	____
	Changed my behaviors	____	____	____
	Changed my goals	____	____	____
	Changed my procedure	____	____	____

THANK YOU FOR YOUR INTEREST, TIME, AND EFFORT

(Please return this completed form to the presenter in your sessions.)

STATE EDUCATION FAIR

General Feedback

To be completed by the selected sample of participants only.

Where do you work (Check one) [ ] SEA, [ ] LEA, [ ] Other, specify_____

What is your position?_____ Your State?_____

A. Check the block in the appropriate column, 1 response to each item.

	Yes	No	Don't know or not sure
1. Are you satisfied that the Fair can be an effective means of sharing successes within the education community?	[ ]	[ ]	[ ]
2. Would you recommend that your State conduct one or more education fair(s) to expose selected potential adopters to validated projects?	[ ]	[ ]	[ ]
3. Would you recommend that your State further consider the possiblity of replicating one or more of the demonstrated projects in your State?	[ ]	[ ]	[ ]
4. Would you recommend that your State invest more time and funds into the identification, validation, and dissemination of proven practices?	[ ]	[ ]	[ ]

B. Comment as requested

1. Which of the Fair activities were most valuable for your purposes? (List at least two.)

_____

_____

2. Which of the Fair activities were least valuable for your purposes? (List at least two.)

_____

_____

3. Comment on the effectiveness and efficiency of the general management of the Fair.

_____

_____

_____

STATE EDUCATION FAIR

Feedback on Adoption Clinic

Where do you work? (Check one) [ ] SEA, [ ] LEA, [ ] Other, specify_____

What is your position?_____ Your State?_____

Name of the project just demonstrated:_____

A. Check the block in the appropriate column in response to each item.

	Yes	No	Don't know or not sure
1. Did the demonstrator present sufficient information about the project's...			
A. Context (background)	[ ]	[ ]	[ ]
B. Input (resources)	[ ]	[ ]	[ ]
C. Process (activities)	[ ]	[ ]	[ ]
D. Outcomes (results)	[ ]	[ ]	[ ]
so that you could make a decision as to whether it was a practice that could be replicated?			
2. Did the project report sufficient evidence to support its claim as a successful project?	[ ]	[ ]	[ ]

B. Check one or more appropriate responses below.

1. If arrangements could be made, I would like...

[ ] To visit this project.

[ ] To consider inviting a member of the project staff to visit us.

[ ] To request more information. (If you wish, state the specific information desired.)

_____

_____

_____

Please send the information to: (Give name and address)

_____

_____

_____

[ ] Not interested in any of the above.

APPENDIX V
EDUCATION FAIR

EVALUATION CHECKLIST

Pre-Fair	Planned	Completed	N.A.
1. Meetings with all Fair planners to discuss educational needs	[ ]	[ ]	[ ]
2. Evaluation budget established	[ ]	[ ]	[ ]
3. Evaluation information needs specified	[ ]	[ ]	[ ]
4. Sources of information needs specified	[ ]	[ ]	[ ]
5. Strategies for contacting sources of needed information established	[ ]	[ ]	[ ]
6. Appropriate evaluation instruments developed	[ ]	[ ]	[ ]
7. Evaluation instruments prepared	[ ]	[ ]	[ ]
8. Statistical treatment of data determined	[ ]	[ ]	[ ]
9. Minimum acceptable level of scope and quality of data determined	[ ]	[ ]	[ ]
10. Report formats determined	[ ]	[ ]	[ ]
11. Report deadlines set	[ ]	[ ]	[ ]
12. Personnel to administer instruments contacted	[ ]	[ ]	[ ]
13. All instruments approved for use	[ ]	[ ]	[ ]
14. All instruments sent for publication	[ ]	[ ]	[ ]
15. Personnel obtained to administer all instruments	[ ]	[ ]	[ ]
16. Personnel trained to administer all instruments, interviews, etc.	[ ]	[ ]	[ ]
17. Needed physical facilities for evaluation effort obtained	[ ]	[ ]	[ ]
18. Procedures for handling unsolicited information established	[ ]	[ ]	[ ]
19. Inventory of all forms, equipment, etc., undertaken	[ ]	[ ]	[ ]

	Planned	Completed	N.A.
During Fair			
1. Evaluation personnel on-site and functioning	[ ]	[ ]	[ ]
2. Evaluation rationale and procedures explained to participants	[ ]	[ ]	[ ]
3. Evaluation instruments made available to users	[ ]	[ ]	[ ]
4. Evaluation procedures undertaken as planned	[ ]	[ ]	[ ]
5. Data collected and turned over to those responsible for tabulation, etc.	[ ]	[ ]	[ ]
Post Fair			
1. Results tabulated	[ ]	[ ]	[ ]
2. Results interpreted	[ ]	[ ]	[ ]
3. Reports sent for publication	[ ]	[ ]	[ ]
4. Results reported to appropriate audiences	[ ]	[ ]	[ ]
5. Evaluation of the evaluation process itself completed	[ ]	[ ]	[ ]
6. Budget close-out completed	[ ]	[ ]	[ ]

APPENDIX VI

COMMUNICATIONS CHECKLIST

Pre Education Fair

General Announcements (3 – 6 months prior to Fair)

	Planned	Completed	N.A.
1. News Releases			
Newspapers	[ ]	[ ]	[ ]
Television	[ ]	[ ]	[ ]
Radio	[ ]	[ ]	[ ]
2. Articles and/or Advertisements			
SEA Publications	[ ]	[ ]	[ ]
Professional Education Publications	[ ]	[ ]	[ ]

Specific Invitations (6 – 12 weeks prior to Fair)

1. Presentations to:			
Educational Conferences	[ ]	[ ]	[ ]
Teachers' Organizations	[ ]	[ ]	[ ]
Administrators' Organizations	[ ]	[ ]	[ ]
Other _____	[ ]	[ ]	[ ]
2. Direct Mail (brochures, letters, pre-registration forms)			
Professional Educators			
Teachers	[ ]	[ ]	[ ]
Administrators	[ ]	[ ]	[ ]
College and University Staff	[ ]	[ ]	[ ]
Educational Associations	[ ]	[ ]	[ ]
Organizations			
Parent	[ ]	[ ]	[ ]
Service	[ ]	[ ]	[ ]
Conservation	[ ]	[ ]	[ ]
Trade	[ ]	[ ]	[ ]
Welfare and Social Service	[ ]	[ ]	[ ]
Other _____	[ ]	[ ]	[ ]

Political Bodies	Planned	Completed	N.A.
School Boards	[ ]	[ ]	[ ]
Legislators	[ ]	[ ]	[ ]
Lobbyists	[ ]	[ ]	[ ]
Political Leaders	[ ]	[ ]	[ ]
Lay Citizenry			
Parents	[ ]	[ ]	[ ]
Students	[ ]	[ ]	[ ]
Media			
Newspaper	[ ]	[ ]	[ ]
Television	[ ]	[ ]	[ ]
Radio	[ ]	[ ]	[ ]
Professional Publications	[ ]	[ ]	[ ]
During Fair (1 – 3 days)			
To Participants			
1. Program of events	[ ]	[ ]	[ ]
2. Directory of exhibits	[ ]	[ ]	[ ]
3. Evaluation forms	[ ]	[ ]	[ ]
4. Newsletter or flyers (progress report)	[ ]	[ ]	[ ]
To Press/Media			
1. Interviews	[ ]	[ ]	[ ]
2. Photographs	[ ]	[ ]	[ ]
3. Films, audio and video tapes	[ ]	[ ]	[ ]

Post Fair (1 Day – 4 weeks)	Planned	Completed	N.A.
General Announcements (1 day)			
1. News release	[ ]	[ ]	[ ]
2. Newspaper	[ ]	[ ]	[ ]
3. Television	[ ]	[ ]	[ ]
4. Radio	[ ]	[ ]	[ ]
Specific Reports			
1. Evaluation Summary			
Education Fair Steering Committee	[ ]	[ ]	[ ]
Teachers	[ ]	[ ]	[ ]
Administrators	[ ]	[ ]	[ ]
Other _____	[ ]	[ ]	[ ]
2. Financial Report			
Education Fair Steering Committee	[ ]	[ ]	[ ]
Other _____	[ ]	[ ]	[ ]

APPENDIX VII
TECHNICAL INFORMATION CHECKLIST
(DURING FAIR)

Awareness (Exhibit Area at the fair)	Planned	Completed	N.A.
1. Exhibit Content			
Scope	[ ]	[ ]	[ ]
Clarity	[ ]	[ ]	[ ]
Appeal	[ ]	[ ]	[ ]
2. Exhibit Format			
Size	[ ]	[ ]	[ ]
Color	[ ]	[ ]	[ ]
Lighting	[ ]	[ ]	[ ]
Readability	[ ]	[ ]	[ ]
Motion	[ ]	[ ]	[ ]
Sound	[ ]	[ ]	[ ]
Interest (Exhibit Area of the Fair)			
1. Project Description			
Content	[ ]	[ ]	[ ]
Format	[ ]	[ ]	[ ]
Provisions for Potential Adopters			
1. Technical Information Report			
Innovative Character	[ ]	[ ]	[ ]
Exportability	[ ]	[ ]	[ ]
Effectiveness	[ ]	[ ]	[ ]
Cost	[ ]	[ ]	[ ]
Target Population	[ ]	[ ]	[ ]
Needs Addressed	[ ]	[ ]	[ ]
Objectives	[ ]	[ ]	[ ]
Activities	[ ]	[ ]	[ ]
Resources Required	[ ]	[ ]	[ ]
Materials Developed	[ ]	[ ]	[ ]
2. Adoption Clinic/Demonstration			
Method of Presentation	[ ]	[ ]	[ ]
Content of Presentation	[ ]	[ ]	[ ]
Personnel Involved	[ ]	[ ]	[ ]

APPENDIX VIII

ADOPTION/ADAPTATION CHECKLIST

	Planned	Checklist	N.A.
Site Visits			
1. Identify Potential Adopters	[ ]	[ ]	[ ]
2. Coordination of visits by SEA	[ ]	[ ]	[ ]
Facilities	[ ]	[ ]	[ ]
Personnel	[ ]	[ ]	[ ]
Time	[ ]	[ ]	[ ]
Location	[ ]	[ ]	[ ]
3. Monitoring and evaluation by SEA with regard to adequacy of presentation and materials	[ ]	[ ]	[ ]
Staff Orientation			
1. General Presentations	[ ]	[ ]	[ ]
2. Distribution of Materials	[ ]	[ ]	[ ]
3. Staff Development	[ ]	[ ]	[ ]
Workshops	[ ]	[ ]	[ ]
Distribution of Materials	[ ]	[ ]	[ ]
4. Use of Exportability Manual	[ ]	[ ]	[ ]
Pilot Study by Consumer			
1. Additional verification of exportability of project	[ ]	[ ]	[ ]
2. Installation at consumer site	[ ]	[ ]	[ ]

APPENDIX IX

EDUCATION FAIR BUDGET CHECKLIST

Conference Expenses	Planned	Completed	N.A.
Transactions			
Quantity_____	[ ]	[ ]	[ ]
Printing process (mimeograph, offset, letterpress) _____	[ ]	[ ]	[ ]
Estimated pages of text: ____x $____/page = $ _____	[ ]	[ ]	[ ]
Estimated pages of illustrations: ____x $____/page = $ _____	[ ]	[ ]	[ ]
(Page costs include all material and labor for printing and binding)	[ ]	[ ]	[ ]
Postage, envelopes, and labor for mailing transactions _____	[ ]	[ ]	[ ]
Clerical help _____	[ ]	[ ]	[ ]
Complimentary copies for publicity, review and Committeemen: ____x $____= _____	[ ]	[ ]	[ ]
Copyright fee $ _____	[ ]	[ ]	[ ]
Conference Worksheets			
Duplication and distribution $ _____	[ ]	[ ]	[ ]
Publicity			
Duplication and distribution of news releases $ _____	[ ]	[ ]	[ ]
Rental of mailing lists _____	[ ]	[ ]	[ ]
Poster preparation and distribution _____	[ ]	[ ]	[ ]
Printed "stuffers" for manufacturers to distribute _____	[ ]	[ ]	[ ]
Printed stationery "stickers" _____	[ ]	[ ]	[ ]
Paid advertisements _____	[ ]	[ ]	[ ]

		Planned	Completed	N.A.
Printing and distribution of_____ advance programs	$ _____	[ ]	[ ]	[ ]
Printing_____final program guides	_____	[ ]	[ ]	[ ]
Clerical help	_____	[ ]	[ ]	[ ]
Clipping service	_____	[ ]	[ ]	[ ]
Other:_____	_____	[ ]	[ ]	[ ]
Meeting Rooms				
Rental charges or janitorial gratuities	$ _____	[ ]	[ ]	[ ]
Insurance	_____	[ ]	[ ]	[ ]
Properties				
Projectors and screens	$ _____	[ ]	[ ]	[ ]
Projection operators	_____	[ ]	[ ]	[ ]
Sound equipment and operators	_____	[ ]	[ ]	[ ]
Chalkboards, flannel boards, magnetic boards, flip pads	_____	[ ]	[ ]	[ ]
Special utility installations	_____	[ ]	[ ]	[ ]
Tape recording and transcribing	_____	[ ]	[ ]	[ ]
Session question cards	_____	[ ]	[ ]	[ ]
Other:_____	_____	[ ]	[ ]	[ ]
Registration				
Printed tickets, badges, forms	$ _____	[ ]	[ ]	[ ]
Clerical help for advance registration	_____	[ ]	[ ]	[ ]
Registration materials: receipts, indexes, badge holders, ribbons, cash boxes	_____	[ ]	[ ]	[ ]
Registration typists and jumbo typewriters	_____	[ ]	[ ]	[ ]
Preparation and duplication of daily lists of registrants	_____	[ ]	[ ]	[ ]
Other:_____	_____	[ ]	[ ]	[ ]

		Planned	Completed	N.A.
Speakers				
Meals	$ _____	[ ]	[ ]	[ ]
Expenses	_____	[ ]	[ ]	[ ]
Hospitality	_____	[ ]	[ ]	[ ]
Mementos	_____	[ ]	[ ]	[ ]
Stenotyping	_____	[ ]	[ ]	[ ]
Adminstrative and Miscellaneous				
Printed stationery, questionnaires, postage, telephone, telegraph	$ _____	[ ]	[ ]	[ ]
Shipping costs and general supplies	_____	[ ]	[ ]	[ ]
Gratuities	_____	[ ]	[ ]	[ ]
Travel expenses	_____	[ ]	[ ]	[ ]
Contingency				
Conference Total. . . .	$ _____	[ ]	[ ]	[ ]
Conference Expenses Ticketed Separately To Be Self-Supporting				
Banquet				
Meals, gratuities, taxes	$ _____	[ ]	[ ]	[ ]
Professional speaker or entertainment	_____	[ ]	[ ]	[ ]
Special staging and lighting	_____	[ ]	[ ]	[ ]
Table decorations	_____	[ ]	[ ]	[ ]
Allowance for failing to meet guaranteed minimum	_____	[ ]	[ ]	[ ]
Printed banquet programs and tickets	_____	[ ]	[ ]	[ ]
Complimentary meals	_____	[ ]	[ ]	[ ]
Banquet Total	$ _____	[ ]	[ ]	[ ]

Other Activities

Inspection tours $____

Ladies' program ____

Socials ____

Honors and awards ____

Other Activities Total . . . . $____

Total of all Expenses . . . . $____

Conference Income

Registration Fees and Tickets

Conference fee: $____x estimated attendance____$____

Banquet ticket: $____x estimated attendance____$____

Tour ticket: $____x estimated attendance____$____

Ladies' program ticket:
$____x estimated attendance____$____

Other Income

Advertisements in the final program guide $____

Donations ____

Other: _____ ____

Total of all Income . . . . . $____

APPENDIX X

FORMAT FOR PREPARING A PROJECT TECHNICAL INFORMATION REPORT

PROJECT TITLE: _____

LOCATION: _____
Street Address

_____
City State Zip Code

SUPERINTENDENT'S NAME: _____
Telephone Number

_____
Street Address City State Zip Code

PROJECT DIRECTOR'S NAME: _____
Telephone Number

_____
Street Address City State Zip Code

LEVEL OF FUNDING: Initial Grant $_____ Date_____

1st Continuation $_____ Date_____

2nd Continuation $_____ Date_____

Total $_____

SUMMARY DESCRIPTION OF PROJECT:

1. Goal(s)
2. Objective(s) (performance and outcome)
3. Activities to achieve objective(s)
4. Context (community, school, student characteristics, etc.)
5. Program description: (number of students, grade levels, materials, staffing, facilities, pre-service and in-service training, etc.)
6. Costs:
    a. Development costs – present data and information that leads to a per pupil expenditure
    b. Initiation or start-up costs – present data and information that leads to a per pupil expenditure
    c. Operational costs after installation – present data and information that leads to a per pupil expenditure

EVIDENCE OF EFFECTIVENESS:

1. Evaluation strategy (relate to each objective)

2. Findings:

   Summarize in appropriate detail the evaluation evidence for the effectiveness and exemplary character of the program. The evaluation need not be a strict experimental design, (i.e., longitudinal measures, random assignment to treatment and control groups, etc.) although this type of evaluation evidence would be the most desirable. However, there must be some kind of high quality, objective, methodologically sound, quantitative assessment which demonstrates that the project in question is effective and superior to other more commonly used approaches or methods. Thus, provide a *detailed summary* of the relevant evidence including such things as (1) who conducted the evaluation, (2) sample sizes (N), (3) differences or changes in whatever outcome measures were employed, (4) the statistical reliability and educational significance of these differences, (5) etc. If some standardized tests are used, report procedures for determining their reliability and validity. (Relate findings to objectives. If more than one objective, relate findings to each.)

EXPORTABILITY FACTORS:

Summarize those *special* factors that would be essential for adoption in a step-by-step process. Include materials, equipment, staff training, etc. that would be necessary for a school district to adopt the project. Also briefly describe the community and student body.

GLOSSARY

Adoption/Adaptation – The process whereby diffusion is accomplished in the spread of innovative education.

Adoption Clinic – An in-depth demonstration by selected projects that exhibit at the Educational Fair.

Consumers – A school in which it has been determined that an exemplary practice in a producer school is worth importing.

Demonstrations – An exhibit from a producer school at the Education Fair.

Diffusion – The spread of exemplary innovative educational practices to local school districts.

Dissemination – Communications with people about the operation and outcomes of demonstrated exemplary practices in education.

Education Fair – An exposition or conference featuring updated exemplary practices.

Exhibits – A display of a validated project for public inspection at the Educational Fair.

Exportability – A practice that is feasible to communicate the practice to other school districts with similar needs and environments.

Exportability Manual – A document that would summarize those special factors that are essential for adoption in a step-by-step process. It would include materials, equipment, staff training, etc. that would be necessary for a school district to adopt the project.

Identification – The process of selecting worthwhile practices that have evidence of success, for participant in the Education Fair.

Innovative Practice – A practice or any major component of it in use by very few of the state's school systems.

Installation – Setting up or placing a proven education practice in a school or school district which has determined the practice worth importing.

Presenters – Are the exhibitors which have been elected to conduct an adoption clinic at the Education Fair.

Producers – A school with a validated practice that has been established as a demonstration site.

Quality Control – The process of insuring that exhibits at the Educational Fair are of such a level as to exhibit project goals, objectives, activities and outcomes.

Technical Information – Includes possible target population, summary of activities, procedure, project objectives, evaluation design, special project characteristics, project outcomes, and any other pertinent additional information.

Validation – A process of reviewing a practice to verify its credibility as an exemplary program through official and/or expert approval.